

**THE EVALUATION OF THE FORMATIVE ASSESSMENT IN
TEXTBOOK FOR SENIOR HIGH SCHOOL STUDENTS GRADE XI
ENTITLED “BAHASA INGGRIS KELAS XI”**

THESIS



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ABSTRAK

Miftahurrizki Habiburrahman. 2021. The Evaluasi Penilaian Sumatif pada Buku Teks untuk Siswa Sekolah Menengah Atas Kelas XI dengan Judul “Bahasa Inggris Kelas XI”. Tesis. Program Studi Magister Pendidikan Bahasa Inggris Fakultas Bahasa dan Seni Universitas Negeri Padang.

Penilaian formatif merupakan salah satu bentuk penilaian terhadap siswa. Hal ini bertujuan untuk mengevaluasi prestasi siswa dalam belajar bahasa Inggris. Penilaian formatif juga terdapat dalam buku teks. Penilaian formatif yang tepat memiliki peran penting dalam mengevaluasi prestasi siswa. Berdasarkan uraian di atas, penelitian ini bertujuan untuk mengevaluasi penilaian formatif pada buku teks siswa, khususnya buku teks untuk kelas XI SMA. Selanjutnya, sumber data penelitian ini adalah buku teks siswa yang digunakan untuk kelas XI SMA yang diterbitkan oleh Kemendikbud. Penelitian ini merupakan penelitian evaluasi untuk mengevaluasi produk guna mendeskripsikan dan menganalisis kondisi yang ada di lapangan. Dokumen tersebut digunakan untuk mengevaluasi penilaian formatif pada buku teks siswa kelas XI. Sebagai hasil penelitian, evaluasi buku teks yang terkait dengan penilaian formatif diidentifikasi dan diklasifikasikan berdasarkan beberapa indikator. Ini terdiri dari materi pembelajaran, jenis teks, dan beban kognitif. Selain itu, berdasarkan hasil penelitian menunjukkan bahwa 71% persentase penilaian formatif keterampilan produktif dalam buku ajar siswa kelas XI SMA. Itu dikategorikan sebagai tingkat rata-rata.

Kata Kunci: Evaluasi, Penilaian Formatif, Buku Teks

ABSTRACT

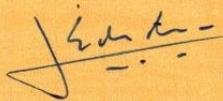
Miftahurrizki Habiburrahman. 2021. The Evaluation of the Formative Assessment in Textbook for Senior High School Students Grade XI Entitled “Bahasa Inggris Kelas XI”. Thesis. Program Studi Magister Pendidikan Bahasa Inggris Fakultas Bahasa dan Seni Universitas Negeri Padang.

Formative assessment is one of kinds to assess the students. It aims to evaluate students' achievement in learning English. Formative assessment also find in the textbook. Appropriate formative assessment has an important role in evaluating students' achievement. Based on the explanation above, this study had a goal to evaluate the formative assessment in the students' textbook, especially the textbook for senior high school grade XI. Furthermore, source of data of this study was students' textbook that used for senior high school grade XI which is published by Kemendikbud. This study was evaluation research to evaluate the product in order to describe and analyze the existed condition in the field. The document was used to evaluate out the formative assessment in the students' textbook of grade XI. As a result of the study, textbook evaluation related to the formative assessment was identified and classified based on several indicators. It consisted of subject matter, text types, and cognitive load. Moreover, based on the result of this research, it showed that 71% of the percentage of the formative assessment of productive skills in the textbook for senior high school students of Grade XI. It was categorized as average level.

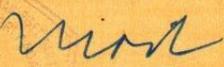
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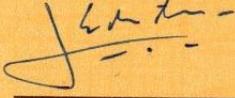
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Saya yang menyatakan

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The researcher

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CHAPTER I

INTRODUCTION

A. Background of the Research Problem

Principally, textbook is resource of learning material, it is related to the educational process that gives the students opportunity to develop their potential and can improve their knowledge. According to Prastowo (2011), textbook has several elements such as the title of textbook, basic competence or main material, exercise, and assessment. It can be said that assessment in the textbook directs students' knowledge and skill to be desired the competence in teaching and learning process.

Furthermore, Brown (2003) states that assessment is an ongoing process that encompasses a much wider domain. Whenever a student responds to a question, offers a comment, or tries out a new word or structure, the teachers subconsciously assess the students' performance. Also, assessment is an important thing to evaluate students' skills during learning. The teachers can help the students through assessment to evaluate the learning easily. Besides, Sheldon (1988) suggests that textbooks represent the visible heart of any ELT program. They consist of objectives, materials, and assessment instruments to ease the teachers for teaching and the students for learning. Thus, it is important to choose the appropriate assessment depending on students' background knowledge. With the appropriate assessments, it makes the students can improve their English skills.

In assessment, it is not only talking about assessment, but there is an activity that is conducted by the students such as working a task. The task is a process to assess students' knowledge in learning the language. One of the sources of assessment is the English students' book. It takes an important role as the guidance, source of ideas, and rationale for what the students and teachers do. Essentially, task functions to control and to help learning and teaching run well and the choice of task can determine the quality of the teaching learning process.

Meanwhile, several previous studies have conducted related to the evaluation of textbook. They focused on the effectiveness of the textbook. Textbook evaluation is an interesting area in the field of applied linguistics. They intended to highlight teachers' attitudes towards the textbook through which students obtain the linguistic knowledge needed to communicate in English with native and non-native speakers (Laabidi and Nfissi, 2016; Rosyida, 2016). In other words, these studies revealed that the textbook has to consider the linguistic knowledge. It could help the teacher to communicate in English with the students.

Then, Gultom (2016), Gunantar (2017) and Lisa (2018), Khusniyah (2019) reports that the developed materials are appropriate. The data also suggested that the appropriate learning materials for nursing students had some components: goals, input, procedures, setting, teacher roles, and learner roles. In addition, shows that the teachers do not always follow all the sequences of the materials and activities suggested by the textbook author but based on the

students' needs. The latter, supplementary materials are designed based on the pre-existing and the objective of the lesson; and the deficient time and different views among teachers are two major problems faced by the teachers when conducting textbook selection and analysis. The findings suggest that independent references for vocabulary and grammar items are necessary for self-study. The topics should be more varied as well to provide students with wider chances to get exposed to different contexts. In other hands, these studies found that good textbook was appropriate materials. Thus, the teacher should consider the suitable textbook based on the students' need.

Furthermore, textbooks are very important parts in the teaching learning process. Textbooks may not be able to fulfill all the needs of the teaching and learning process but their existence as teaching sources is still paramount. To analyze and examine the cultural contents in the English textbooks, the writer followed the standards set by Bryam. Byram's criterion is considered sufficient and comprehensive. This set of checklist is driven by the idea of cultural learning and teaching as an integral part of language education. The result shows that the textbooks being analyzed covered local or Indonesian culture. These findings accentuate the need of revisiting English teaching materials to contribute to the improvement of English Textbooks in Indonesia.

After that, Purwani, et. al. (2017), Syale and Siam (2018), Rahmah, et. al. (2018) and Sari, et. al. (2018) find in their research that evaluation textbook has reflected seven characteristics of a good English textbook and has implemented the scientific approach steps of 2013 curriculum. The other three

aspects that are the Core Competencies and the Basic Competencies, the material, and the assessment standards are presented well in this textbook but some aspects are needed to be improved. In using textbook, there were good criteria of textbook that was appropriate using by the teacher or student.

Meanwhile, Simanungkalit, et. al. (2019), Winimurti and Nur (2019), Wahyuni, et. al. (2019), and Siagian, et. al. (2020) find that after observing the textbook, matching with the 2013 Curriculum, the types of writing exercises of *When English Rings A Bell* Textbook. The writer found four types there are is (a) Completing texts, (b) writing sentence dealing with grammar, (c) writing short functional text, and (d) Developing vocabulary into the sentence. In addition, from the findings above, the researcher suggests the teachers using three textbooks in the teaching learning process because three books meet the criteria in a good book. Also, the textbook has to match with 2013 curriculum, because it will answer the problems in 2013 curriculum especially in the objective of learning aspect.

Generally, English students' book consists of four main language skills that needed to be mastered by the students: listening, speaking, reading, and writing and also the vocabulary, pronunciation, and grammar features. English students' book published by the Kementerian Pendidikan dan Kebudayaan consists of nine chapters and contains the language skills such as, listening, speaking, reading, writing, vocabulary, pronunciation, and grammar.

Ideally, students' book provides several indicators of the assessment: selection and organization, physical appearance, and content. The indicator of selection and organization consists of five sub-indicators sequence, continuity, input, relevancy, and instruction. Physical appearance consists of layouts, artworks, and structure. Content has subject matters, text types, and cognitive load. These indicators are really essentials in supporting the learning process and facilitating students in their English skills.

In the students' book, the students obligate to undergo an assessment such as speaking, reading, writing, vocabulary, pronunciation, and grammar. Basically, English students' book published by the Kementerian Pendidikan dan Kebudayaan, it is for SMA/SMK/MA/MAK. Briefly, English assessment has several difficulties to do especially writing and speaking. Writing and speaking are some assessments to increase their English skills.

Among the important skills of language, writing and speaking are regarded as productive language skills. It is called productive because students can deliver their ideas, thoughts, and opinions in written and oral form. The realization of students' productive skill is realized in form of writing assessment. Writing and speaking assessment in students' book contains the instruction, features, and practices. These things can support students' English writing and speaking skill. Writing and speaking assessment is important to develop and make students communicate well in written form. In order to encourage students to write and communicate well, the assessment should be

interesting for the students and provides various inputs. It aims to improve their productive skill.

One of the causes that lead to the condition of students' low English skills is giving assessment given by the teacher. Assessment is one of the important aspects in the teaching and learning process. It takes a role as the guidance and rationale for what the teachers do. For students, assessment should give them to learn in form of resource books for ideas and activities in learning. Thus, the assessment takes part as an essential role in the language teaching and learning process.

Moreover, for the teachers, the assessment lets them control and regulates the process of teaching and learning. The assessment is usually oral and written in form of activities and exercises. The activities and exercises are presented usually in students' book. Students' book is an example of teaching and learning assessment that mostly used in the classroom. It contains the assessments of productive skills in different ranges of difficulty. In order to give the assessment delivered well, the textbook can be used as the source and model in the classroom and textbook can be used as the source for exercising and doing the assessment for the students. In line with Mahmood's opinion (2011), the textbook is a major source of providing instructions to the teachers and students, that's why it is stated that textbooks are the backbone of every educational system. They help in designing the assessment and evaluation system for the students, shaping the process of classroom teaching and learning.

In other cases, the students do not have enough opportunities to practice their English in the classroom. The textbook mostly focuses on the reading assessments. It is monotonous and this condition made students feel bored and are not interesting to learn in the classroom. It will impact to their writing and speaking assessment. In other words, it is important to evaluate the assessment in the textbook in order to the students have enough opportunities to practice their English skills especially productive skills.

Moreover, textbook is published by Kementerian Pendidikan dan Kebudayaan for SMA/SMK/MA/MAK, it is a well-recommended textbook as a resource of teaching and learning process, because it is revised periodically. Referring to the situation of teaching and learning process due to development of educational technology such as using computer and internet and also Covid-19 pandemic, the teaching and learning process needs a refreshment for using textbook, it should adjust related to the criteria of a good textbook in order to this textbook better.

After that, referring to the pre-observation, several teachers explained that textbook has several weaknesses. The teachers was not only using Curriculum 2013 textbook but also using others textbook. They argued that the task had too simple input and only consists of the task instruction. Then, the task in curriculum 2013's book, it had only one activity. Generally, that textbook should evaluate to make it better and can fulfill the objective of learning based on the students' need and situation.

Based on the phenomena above, the researcher is interested to analyze the writing and speaking assessment in Curriculum 2013 textbook in grade XI. Thus, it will need to evaluate the writing and speaking assessments in the textbook in grade XI that found in the textbook especially related to the writing and speaking assessments. Also, topic of this research seems to conduct rarely before. Usually, topic of this research only conduct related to the reading task, but in this research, the researcher wanted to explore about productive skills task in the textbook. This research wants to explore the extent to which the level of excellence in the tasks provided so that they can make a good contribution to the teaching and learning process, especially in giving tasks. Regarding to the findings of this study, it can be expected to be able to provide as an evaluation for teachers or schools in using the appropriate textbooks in giving tasks.

B. Identification of the Research Problem

Based on the background of the problem above, there are several issues that can be identified. In evaluating the textbook, especially writing and speaking assessment, there are three problems that can be identified. One of the causes that lead to the condition of students' low English skills is giving the assessment given by the teacher. Also, the students do not have enough opportunities to practice their English in the classroom. The textbook mostly focuses on the reading assessments. It is monotonous and this condition made students feel bored and are not interesting to learn in the classroom.

Thus, the first problem is it is related to the assessment selection and organization. The selection and organization of the content deal with the sequence, continuity, input, relevancy, and instruction. Second, it is related to physical appearance. The physical appearance discusses the layout, artworks, and structure of the assessment. Then, it is related to content. Content deals with coverage of subject matters, text types, and cognitive load. The last, textbook is published by *Kementerian Pendidikan dan Kebudayaan* for SMA/SMK/MA/MAK, it is a well-recommended textbook as a resource of teaching and learning process, because it is revised periodically. Referring to this situation due to Covid-19 Pandemic, it should adjust related to the criteria of a good textbook in order to this textbook better.

C. Limitation of the Research Problem

Based on the problems stated above, this research will focus on evaluating the productive skill of formative assessment found in the textbook Grade XI published by the *Kementerian Pendidikan dan Kebudayaan*.

D. Formulation of the Research Problem

After focusing on the problems, there are three formulations of the problem in this research as follow:

1. How good are the writing assessments in curriculum 2013 senior high school English students' book Grade XI?
2. How good are the speaking assessments in curriculum 2013 senior high school English students' book Grade XI?

3. How is the percentage of formative assessments of productive skill in curriculum senior high school English students' book Grade XI?

E. Research Questions

There are three research questions in this research as follow:

1. How good are the writing assessments in curriculum 2013 senior high school English students' book Grade XI?
2. How good are the speaking assessments in curriculum 2013 senior high school English students' book Grade XI?
3. How is percentage of the formative assessments of productive skill in curriculum 2013 senior high school English students' book Grade XI?

F. Purpose of the Research

The purposes of this research can be stated as follow:

1. To find out how good the writing assessments in curriculum 2013 senior high school English students' book Grade XI.
2. To find out how good the speaking assessments in curriculum 2013 senior high school English students' book Grade XI.
3. To find out how percentage the formative assessments of productive skill in curriculum 2013 senior high school English students' book Grade XI.

G. Significance of the Research

It is hoped that the research findings will give a significant contribution.

It is hoped that the findings will give enrichment to any existed literature about

the assessments. Besides, the research findings can be used by any other researchers to conduct further research related to the assessments, especially in English learning. It is hoped that the findings will give a contribution to others who want to analyze assessments in English learning. Particularly, for the English teachers of Senior High School who contribute to design the assessments and the members of the English Teachers Association in Kota Padang. Also, this research is expected to give information about the criteria of good assessments in textbook. Furthermore, in course improvement, the findings of the research will provide guidelines for the decision about assessments that are appropriate and can improve students' English skills.

H. Definition of the Key Terms

Some key terminologies used in this research can be defined as follow:

1. Assessment is an ongoing process to assess the students to achieve a particular goal in the language teaching and learning process.
2. Speaking task is a task process to learn speaking to develop students' skills.
3. Writing task is a task process to learn writing to develop students' skills.
4. Textbook is a resource to obtain assessment in English learning that used by the students.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the findings above there are three things that can be concluded. First, the writing and speaking task in students' book in terms of the task text types in general are already well-sequenced, have a relation within the activities, relevant with the curriculum and students' level and also already have good and suitable instruction. However, some chapters only contain one activity for writing and speaking task lack of having adequate input of authentic text and also adequate artworks.

Second, the writing and speaking task in students' book in terms of the subject matter has already provided sufficient tasks and relevant with the learning targets and objectives. However, the writing and speaking tasks have very simple topics and are not interesting enough to draw students' interest and attention. Moreover, the task also lacks artworks that can help the students to understand the task well and make the students interested.

Third, the writing and speaking task in students' book in terms of the task content already arranged based on the learning targets and objectives, have interesting topics, contain natural and real situations, use natural and real language, have activities that are suitable with the level of the students, have activities that are predicted to be able to increase the participation of the students in learning, can facilitate the use of English and already introduce the students with the text types that are fit to the curriculum.

2013 for grade XI students. However, from the aspect of cognitive load, the writing and speaking tasks do not fulfill the criteria of sufficient number of activities to reach the learning targets and objectives, and the tasks also do not contain the balance of individual, pairs and group works in the task.

In short, some decisions can be made related to the findings of the research about the evaluation of the formative assessment in textbook for senior high school students Grade XI. First, it is need to be decided that the writing and speaking task in students' book for grade XI really need some revisions and improvements especially related to the task subject matter, for example the tasks need to be added adequate input of authentic text and also helpful artworks. Second, some revisions also need to be done related to the task text types by holding the appropriate level based on the students' experience in each chapter. Third, the tasks also needs to be revised from the side of adding more activities in the writing and speaking task to reach the learning targets and objectives. It can be stated that some components of the writing and speaking task need to be revised for the future used.

B. Implication

Based on the conclusions stated above, there are some implications that can be drawn as follows:

1. It is implied that the writing and speaking tasks in the textbook for senior high school Grade XI did not fulfill the criteria of suitable tasks in terms of subject matter, text types, and cognitive.

2. It is implied that the writer of the students' book for grade XI pay attention to the three main indicators of the task especially writing and speaking task.

C. Suggestion

Based on the findings of the research, there are some useful suggestions that can be considered as follow:

1. It is need to be decided that the writing and speaking task in students' textbook for grade XI really need some revisions and improvements especially related to the task subject matter (add adequate input of authentic text and also interesting topics), text types (hold the appropriate level for the students in each chapter), and task cognitive (add more activities in the speaking task to reach the learning targets and objectives).
2. It is suggested for the writers of the English textbook for senior high school Grade XI to pay attention to the indicators of suitable task especially writing and speaking task namely task subject matter, text types, and cognitive. The three main indicators of the task in students' book are essential to help the students to achieve the objectives of the learning.
3. It is suggested for the Ministry of Education to be more selective to choose the students' textbook that orbited the writing and speaking task well in order to make it more suitable for the students.

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